Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

APPENDIX GA36d

LEVEL 7 ASSESSMENT SPECIFICATION			
Programme:	**MA Animation**		
Module:	**Immersive World**		
Module code:	**ACCA7042**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Nabeel Masih**	**Internal Verifier:**	**Adam Head**
Assignment Title:	**Immersive Environments: Integrating Sound, VFX, and Narrative in Animation** **Practical Application 100%**	**Word count (or equivalent):**	
	• ***Practical Application*** *Shows that most of the course will focus on hands-on, practical work. This could involve creating soundscapes, integrating audio into animations or games, or other real-world applications.*		
Submission deadline:	**22th May 2026 – Presenting your Immersive World production**	**Return date of provisional marks & written feedback:**	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:.** Work which is submitted up to 1 week late will be capped at 50% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an		

	Examining Board or if there is an approved extenuating circumstances claim.
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.

Module Learning Outcomes (from module syllabus)
• Analyse and criticise advanced studio projects to obtain a better understanding of professional approaches and procedures. • Showcase capacity for critical thought and problem-solving in the context of advanced studio techniques

TASK DESCRIPTION

Use of Generative AI in Assessment
(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☐

Assignment Brief:

Immersive worlds are fundamental in creating compelling and engaging experiences in animation and visual effects. At the master's level, the ability to design and implement a richly detailed and believable world is a crucial skill, pushing the boundaries of creativity and technical expertise. In this assignment, you are tasked with conceptualising, designing, and analysing an immersive world for an animation or VFX project.

Assignment Objectives:

1. Develop advanced skills in creating an immersive world that enhances narrative and visual storytelling.
2. Integrate various elements such as environment design, sound, and visual effects to create a cohesive and engaging experience.

Assignment Tasks:

Task 1: Conceptualisation and Planning – 20%

1. **Concept Development:**
   - Begin by conceptualising an original immersive world that could be the setting for an animated film, series, or VFX-heavy production.
   - Define the target audience and the intended emotional or experiential impact of the world.
2. **Visual and Technical References:**
   - Collect and present visual references, concept art, and mood boards that convey the aesthetic and atmosphere of your world.
   - Identify and discuss any technological or artistic influences that will inform your design choices (e.g., techniques from specific VFX-heavy films, games, or other media).

3. **Design:**

- Create a comprehensive design outlining the key aspects of your immersive world. This should include:
  - **Environment Design:** Detailed descriptions and visual references for the main environments.
  - **Character Design:** If applicable, provide an overview of the characters inhabiting this world and how they interact with their environment.
  - **Soundscape:** Plan the auditory elements of your world, including ambient sounds, music, and any unique audio characteristics that contribute to immersion.
  - **Visual Effects (VFX):** Outline the VFX that will enhance the world, such as weather effects, magical elements, or other dynamic visual phenomena.

Task 2: Production and Implementation – 40%

1. **Environment and Asset Creation:**

   - Using industry-standard tools (e.g., Maya, Blender, Unreal Engine, or Unity), create the core environments and assets that define your world. Focus on achieving a high level of detail and cohesion in the design.
   - Implement key visual and auditory elements into a 3D environment, paying close attention to how these elements interact to create a seamless experience.

2. **Integration of Sound and VFX:**

   - Integrate sound design and visual effects into your environment to enhance immersion. Ensure that these elements are not only technically proficient but also artistically aligned with your world's aesthetic and narrative goals.
   - Conduct tests or create short animated sequences within the environment to demonstrate how the world functions in motion.

3. **User Experience (UX) Consideration:**

   - Consider how users (viewers, players, or participants) will interact with your world. If applicable, create interactive elements or design the world with user navigation in mind.
   -

Task 3 - Presentation and Critique: 40%

- Prepare a presentation of your immersive world, including visual assets, environment walkthroughs, and sound/VFX integration.
- Present your work to your instructors, followed by a critique session where you will receive feedback and reflect on potential improvements.

- Submit the design workflow timeline, and any additional materials (e.g., concept art, storyboards, or technical breakdowns) as part of your final submission package.

Submission Requirements:

1. **Immersive World Assets:**

   - Submit the final 3D environments and assets, either as a standalone project file (e.g., Unreal Engine project) or as rendered sequences that showcase the world's key aspects.
   - Include a video walkthrough or demo reel that highlights the immersive experience, with integrated sound and VFX.

2. **Presentation Materials:**

   - Submit your presentation slides or video, along with any additional materials used during the critique.

Assessment Criteria:

- **Creative Vision:** Originality and coherence of the immersive world concept, and how effectively it supports the narrative or thematic goals.

- **Technical Execution:** Proficiency in the creation and integration of environment assets, sound design, and visual effects.

- **Immersiveness:** The degree to which the world draws in and engages the audience, considering visual, auditory, and interactive elements.

- **Presentation:** Clarity, professionalism, and effectiveness of the presentation materials and delivery.

This assignment is designed to push your creative and technical boundaries, challenging you to create a richly detailed, immersive world that enhances storytelling in animation and VFX. It encourages a deep understanding of the elements that contribute to immersion, as well as critical reflection on the design and production process.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make

sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others.

Guidance specific to this assessment:

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills .		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		

5. Transferable Skills for Life and Professional Practice		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		%
	Up to 1 week late (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7
In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	**FAIL**	**FAIL**	**MARGINAL FAIL**	**SATISFACTORY (Pass)**	**GOOD to VERY GOOD (Merit)**	**EXCELLENT (Distinction)**	**EXCEPTIONAL (Distinction)**
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including current research, referencing,	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings	Poor engagement with essential reading. No evidence of wider reading. Reliance on	Engagement with a very limited range of relevant and credible sources. Some omissions	Engagement with an appropriate range of research-informed literature, including sources	Engagement with a wide range of research-informed literature, including sources retrieved	Engagement with an extensive range of relevant and credible literature, informed by the latest	Exceptional engagement with an extensive range of relevant and credible literature, informed by

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
academic conventions and academic honesty)	mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	and minor errors. Referencing conventions evident though not always applied accurately or consistently.	retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	research. Consistently accurate application of referencing.	the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	problems, insights or the latest research and/or advanced scholarship within the discipline.	of current problems, insights, or latest research within the discipline.	extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	and scholarship, A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation	Wholly or almost wholly descriptive work. Little or no	Largely descriptive work, with superficial use of critical	Limited attempt at critical evaluation/ critique of current	Some critical evaluation/ critique of current research and	Sound critical evaluation/ critique of current research	Excellent critical evaluation/ critique of current research	Exceptional critical evaluation/ critique of current research

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-	methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to	and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
			interpretation. May assert rather than argue a case.	assert/state opinion rather than argue on the basis of reason and evidence.			or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understandi	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
of research and enquiry to create and interpret knowledge in the discipline.)	Very weak problem-solving skills in complex and unpredictable contexts.	evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	ng applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	unpredictable contexts. Evidence of originality and creativity.	techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboratio	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in professional,	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
expression; systematic approach; clarity and effectiveness in presentation and organisation.)	the skills required in professional, postgraduate employment.	n, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	in group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	postgraduate employment, with some areas of strength and some of minor weakness.	employment skills.	meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	skills and a strong appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH